A. *General* and *Topical Articles*

Bare, J. K. The introductory psychology course in the eighties. 42
Barton, E. J. Facilitating student veracity: Instructor application of behavior technology to self modification projects. 99
Benjamin, L. T., Jr. (see Palladino)
Boice, R., & Hertli, P. Do psychologists practice what they teach? 86
Boice, R. Teaching of writing in psychology: A review of sources. 143
Brown, D. R. (see McKeachie)
Brown, L. T. (see Stanners)
Candland, D. K. Selective pressure and the teaching of psychology: The fox and the hedgehog. 20
Carsrud, A. L. (see Palladino)
Chipley, B. (see Fernald)
Cohen, P. A., & Herr, G. Using an interactive feedback procedure to improve college teaching. 138
Cohen, P.A. Validity of student ratings in psychology courses: A research synthesis. 78
Cole, D. L. Psychology as a liberating art. 23
Costin, F. Some thoughts on general education and the teaching of undergraduate psychology. 26
Crider, A. (see Solomon)
Daniel, R. S. (see McKeachie)
Fernald, C. D., Tedeschi, R. G., Siegfried, W. D., Gilmore, D. C., Grimsley, D. L., & Chipley, B. Designing and managing an undergraduate practicum course in psychology. 155
Ford, J. E. (see Wesp)
Freedman, R. J., Golub, S., & Krauss, B. Mainstreaming the psychology of women into the core curriculum. 165
Fretz, B. R. Aftermath of the renaissance in undergraduate psychology: Enlightenment or Machiavellian? 55
Frey, J. D. (see Nowaczyk)
Furedy, C. (see Furedy, J. J.)
Furedy, J. J., & Furedy, C. Socratic versus Sophistic strains in the teaching of undergraduate psychology: Implicit conflicts made explicit. 14
Gilmore, D. C. (see Fernald)
Goethals, G. R. (see Solomon)
Golub, S. (see Freedman)
Grant, L., McAvoy, R., & Keenan, J. B. Prompting and feedback variables in concept programming. 173
Grimsley, D. L. (see Fernald)
Haley, R. L. (see Small)
Harper, R. S. Our old-fogy curricula. 33
Herr, G. (see Cohen)
Hertli, P. (see Boice)
Hollenbeck, A. R. (see Small)
Hulicka, I. M. (see Palladino)
Kavanaugh, R. D. (see Solomon)
Keenan, J. B. (see Grant)
King, D. J. Undergraduate education in psychology in the 80s: A View from the Dean's office. 6
Krauss, B. (see Freedman)
Lindquist, C. U. (see White)
Lunneborg, P. W. How are changes in graduate admissions affecting the teaching of undergraduate psychology? 140
Lunneborg, P. W., & Wilson, V. M. Job satisfaction correlates for college graduates in psychology. 199
Mann, R. D. The curriculum and context of psychology. 9
Matthews, J. R. Evaluation: A major challenge for the 1980s. 49
Mausner, B., & Nodine, B. F. The preparation of teachers of exceptional children in a department of psychology. 169
McAvoy, R. (see Grant)
McKeachie, W. J., Brown, D. R., & Daniel, R. S. Undergraduate education in the next decade: Discussion. 62
Mink, W. D. The challenge: Educating students to meet challenges. 35
Moeller. T. G. Does taking developmental psychology affect students' reactions to aging? 95
Morris, C. G. Undergraduate education in the next decade. 3
Nodine, B. F. (see Mausner)
Norcross, J. C., & Wogan, M. Undergraduates as researchers in mental health settings. 89
Nowaczyk, R. H., & Frey, J. D. Factors related to performance on the GRE advanced psychology test. 163
Palladino, J. J., Carsrud, A. L., Hulicka, I. M., & Benjamin, L. T., Jr. Undergraduate research in psychology: Assessment and directions. 71
Shade-Zeldow, Y. (see Zeldow)
Sherman, A. R. Psychology fieldwork: A catalyst for advancing knowledge and academic skills. 82
Siegfried, W. D. (see Fernald)
Silverstein, B. Teaching a large lecture course in psychology: Turning defeat into victory. 150
Small, A. C., Hollenbeck, A. R., & Haley, R. L. The effect of emotional state on student ratings of instructors. 205
Smith, A. H. Different approaches for teaching the history of psychology course. 180
Solomon, P. R., Kavanaugh, R. D., Goethals, G. R., & Crider, A. Overcoming fragmentation in the undergraduate psychology curriculum. 201
Stanners, R. F., & Brown, L. T. Conceptual interrelationships based on learning in introductory psychology. 74
Swenson, E. v. Faculty adaptation to changes in undergraduate psychology education during the eighties. 59
Tedeschi, R. G. (see Fernald)
Titley, B. S. (see Titley, R. W.)
Titley, R. W., & Titley, B. S. Academic advising: The neglected dimension in designs for undergraduate education. 45
Turtle, A. M. Recent developments in off-campus psychology teaching in the United Kingdom. 215
Walker, C. J. Study efficiency: Where teaching effectiveness and learning effectiveness meet. 92
Ware, M. E. Acknowledging the preparation of students for post graduate life. 40
Wesp, R., & Ford, J. E. Flexible instructor pacing assists student progress in a personalized system of instruction. 160
White, G. D., & Lindquist, C. U. Survey of mental health agencies in curriculum development of a master's level psychology training program. 212
Wilson, V. M. (see Lunneborg)
Wogan, M. (see Norcross)
Zeldow, P. B., & Shade-Zeldow, Y. Teaching psychology to medical students: Some practical considerations. 208

B. *Faculty Forum* and *Methods and Techniques*

Aamodt, M. G. A closer look at the study session. 234
Aamodt, M. G. The effect of the study session on test performance. 118
Ackil, J. E., & Ward, E. F. Chickens in the classroom: Introductory laboratory courses in experimental psychology. 107
Allen, J. L., Miller, T. A., Fisher, B., & Moriarty, D. D., Jr. A survey of January interim psychology courses. 230
Anderson, W. P. The use of journals in a human sexuality course. 105
Banziger, G. Teaching about crowding: Students as an independent variable. 241
Bare, J. K. Microcomputers in the introductory laboratory. 236
Barone, D. F. Instigating additional self-modification projects after a personal adjustment course. 111
Bonge, D. Using TA ratings to validate student evaluations: A reply to Lambeth and Kosteski. 102
Brender, M. The relevance connection: Relating academic psychology to everyday life. 222
Bush, D. F., Ziegler, D. J. Applying psychology: Life skill workshops for undergraduate credit. 118
Calhoun, L. G., & Long, G. T. Instructional exchange in psychology: Personal reactions. 103
Calhoun, L. G. (see Selby)
Camplese, D. A., & Mayo, J. A. How to improve the quality of student writing; The colleague swap. 122

Crist, R. L. Preparing students for tests through the use of questions and answers. 109
Davidson, W. S. (see Kantrowitz)
Davis, R. L. (see Davis, S. F.)
Davis, S. F., Janzen, W. C., & Davis, R. L. Teaching and learning the history of psychology need not be boring. 183
Diekhoff, G. M. Cognitive maps as a way of presenting the dimensions of comparison within the history of psychology. 115
Dillon, K. M. Statisticophobia. 117
Fisher, B. (see Allen)
Frey, J. D., & Nowaczyk, R. H. Combining research interests with the teaching of undergraduates: A report on a team-taught seminar. 220
Furedy, J. J. Comments on "Biofeedback in the undergraduate curriculum" from a more critical pedagogical perspective. 224
Gaffuri, A., Wrench, D., Karr, C., & Kopp, R. Exploring some pitfalls in student evaluation of teaching. 229
Gavin, E. A. Professing psychology and Christianity in a denominational college. 228
Gilliland, K. Use of drama students as "clients" in teaching abnormal psychology. 120
Glidden, L. M. Teaching undergraduates to do child psychology. 219
Gross, T. F. The promise of the personality theories course. 113
Halgin, R. P. The therapeutic function of the instructor of abnormal psychology. 112
Halgin, R. P. Using an experiential group to teach a group therapy course. 188
Hastings, M. W. Statistics: Challenge for students and the professor. 221
Janzen, W. C. (see Davis, S. F.)
Kantrowitz, R., Mitchell, C., & Davidson, W. S. Varying formats of teaching undergraduate field courses: An experimental examination. 186
Karr, C. (see Gaffuri)
Kopp, R. (see Gaffuri)
Kosteski, D. (see Lamberth)
Lamberth, J., & Kosteski, D. Using TA ratings to validate student evaluations: The important issues. 102
Levin, J. R. Modifications of a regression-toward-the-mean demonstration. 237
Long, G. T. (see Calhoun)
Matthews, J. R. Evolution of a psychology course for police officers. 235
Mayo, J. A. (see Camplese)
McCarthy, S. V. Interview with a former hostage as class material. 185
Mershon, D. H. An inexpensive system for producing examinations with minimal typing and proofreading. 108
Miller, T. A. (see Allen)
Mitchell, C. (see Kantrowitz)
Moriarty, D. D., Jr. (see Allen)
Nowaczyk, R. H. (see Frey)
Palladino, J. J. (et al.) Sophism revisited: Response to Furedy. 226
Panek, P. E. Do beginning psychology of aging students believe 10 common myths of aging? 104
Potkey, C. R. Teaching abnormal psychology concepts using popular song lyrics. 233
Schumacher, S. J. An alternative to the physiological psychology laboratory: Identification of an unknown drug through behavioral testing. 239
Selby, J. W., & Calhoun, L. G. Concert teaching: An alternative strategy. 182
Shaffer, L. S. Hamilton's marbles or Jevon's beans: A demonstration of Miller's magical number seven. 116
Smith, G. F. Introducing psychology majors to clinical bias through the adjective generation technique. 238
Sprecher, P. L., & Worthington, E. L., Jr. Systematic desensitization for test anxiety as an adjunct to general psychology. 232
Ward, E. F. (see Ackil)
Worthington, E. L., Jr. (see Sprecher)
Wrench, D. (see Gaffuri)
Ziegler, D. J. (see Bush)

C. *Book Reviews*

Behavior and Experience by Pollio (see Ellen)
Bourne, L. E., Jr. (see Ellen)
Darley, J. M. (see Day)
Day, R. B., & Darley, J. M., et al. Review of Darley, Glucksberg, Kamin, and Kinchla's *Psychology*. 125
Ekstrand, B. R. (see Ellen)
Elements of Psychology by Krech, Crutchfield, Livson, Wilson and Parducci. (see Hodge)
Ellen, P., Bourne, L. E., Jr., & Ekstrand, B. R. Review of Bourne and Ekstrand's *Psychology*. 242
Entin, E. E., & Pollio, H. R. Review of Pollio's *Behavior and Experience: An Introduction to Empirical Humanistic Psychology*. 194
Gerow. J. R., & Rubin, Z. Review of Rubin and McNeil's *The Psychology of Being Human*. 193
Hodge, G. K., & Wilson, W. A., Jr. Review of Krech, Crutchfield, Livson, Wilson and Parducci's *Elements of Psychology*. 244
Holland, M. K. (see Kasschau)
Introductory Psychology by Holland (see Kasschau)
Kasschau, R. A., & Holland, M. K. Review of Holland's *Introductory Psychology*. 127
Pollio, H. R. (see Entin)
Psychology by Bourne and Ekstrand. (see Ellen)
Psychology by Darley, Glucksberg, Kamin and Kinchla. (see Day)
Psychology by Wortman, Loftus and Marshall. (see Shinkman)
Rubin, Z. (see Gerow)
Shinkman, P. G., & Wortman, C. B. Review of Wortman, Loftus and Marshall's *Psychology*. 124
Wilson, W. A., Jr. (see Hodge)
Wortman, C. B. (see Shinkman)

D. *Division Two* and *All Things Considered* and *News*

Benjamin, L. T., Jr. Report of the Annual Business Meeting. 247
Bond, T. Announcement of the Division's 1983 Teaching Award program. 192
Bond, T. (see Cole)
Brewer, C. L. A message from the president. 129
Cole, D., & Bond, T. 1982 Teaching Award winners. 135
Daniel, R. S. (see Mosley)
Division officers and committee chairs (with photographs). 246
Harper, R. S. Report of the Division's Representative to APA Council. 130
Harper, R. S. Report from the Council of Representatives. 249
Magan, L. G. (see Rogers)
Mosley, C. E., & Daniel, R. S. Annotated bibliography on the teaching of psychology: 1981. 250
News. 67, 131, 196, 254
Norton, F.-T. A message from the Division President. 247
Rigby, M. K. Program for the Washington APA Convention: Report from the Program Chairperson. 129
Rogers, A., & Magan, L. G. Directory of Introductory Psychology textbooks in print, 1982. 66